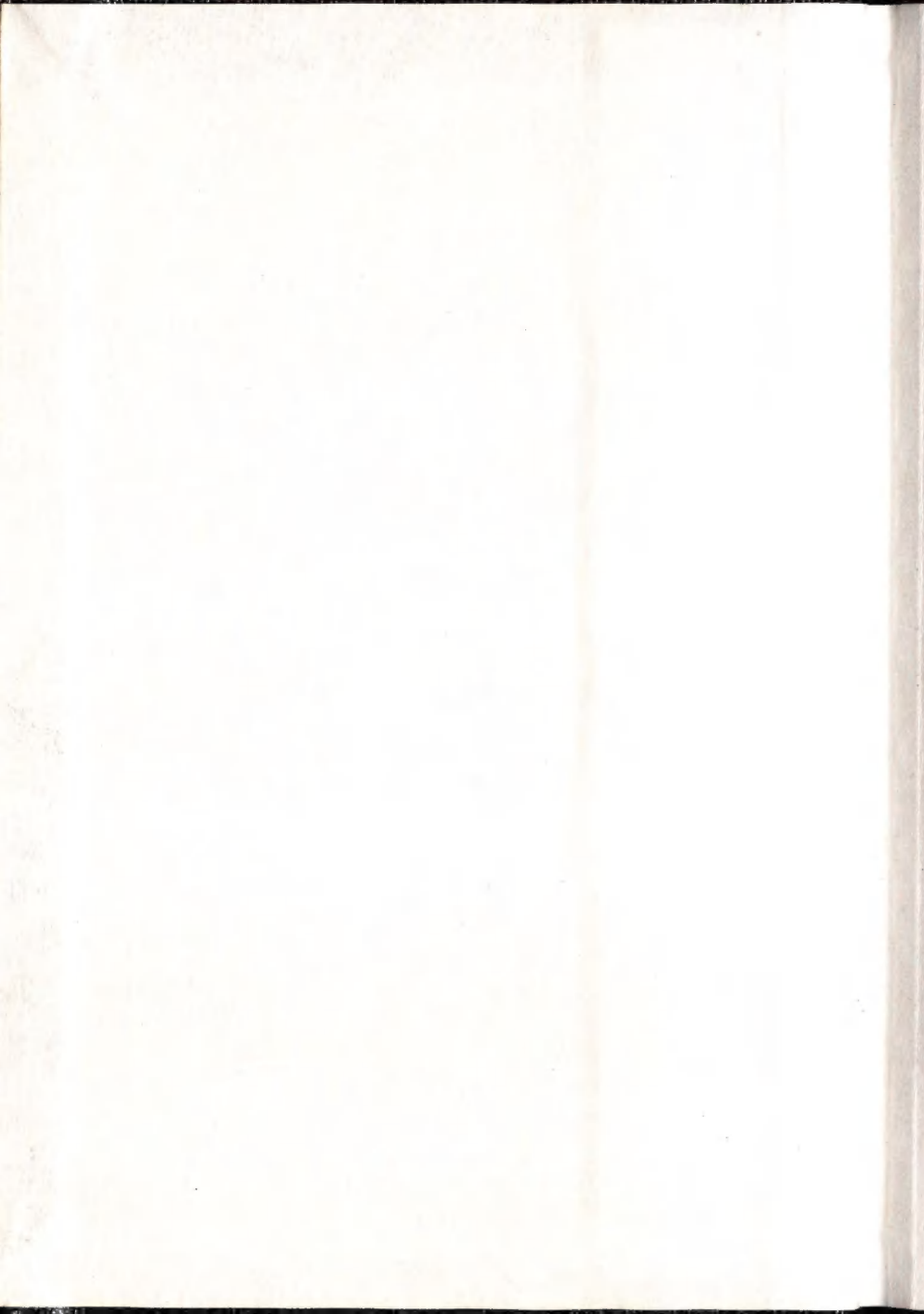


Des Moines  
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of  
Osteopathy

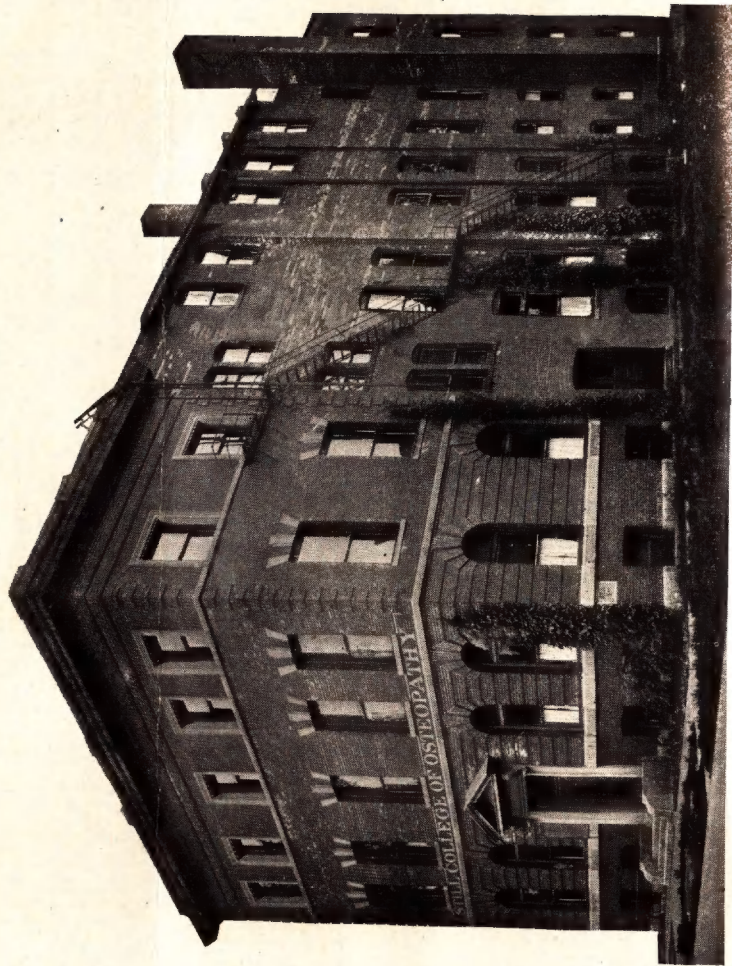


THE CATALOG



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COLLEGE BUILDING

*Des Moines*  
*Still College of Osteopathy*

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*The Catalog*

*Des Moines, Iowa, U. S. A.*

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# Names of Active and Honorary Members of Des Moines Still College Corporation

- 1 Andrews, L. V.
- 2 Armstrong, J. C.
- 3 Aupperle, G. A.
- 4 Bachman, M. E.
- 5 Baughman, J. S.
- 6 Beaven, E. H.
- 7 Bell, L. H.
- 8 Bennett, J. H.
- 9 Caldwell, Della B.
- 10 Calhoun, J. C.
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- 12 Catlin, D. B. *- returned*
- 13 Chrestensen, C. J.
- 14 Clark, C. E.
- 15 Cleaveland, M. L.
- 16 Collier, C. B.
- 17 Connolley, J. G. *Stanbury, Mo.*
- 18 DeSart, R. F.
- 19 Dewey, A. E. *Shamprain*
- 20 Dewey, N. W.
- 21 Dunn, R. O.
- 22 Dymond, E. C.
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- 45 Jones, T. T. *Nels.*
- 46 Kitson, Matie *Wright, Ia.*
- 47 Larrabee, T. B.
- 48 Lomas, Kathrynne
- 49 Long, E. E.
- 50 McTigue, F. B.
- 51 Mattern, A. V.
- 52 Mack, Ada E.
- 53 Mack, H. A.
- 54 Macklin, J. M.
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- 56 Olson, H.
- 57 Nelson, E. A. *Des Moines*
- 58 Parfitt, W. C.
- 59 Parish, U. S.
- 60 Redfield, G. C.
- 61 Roberts, D. W.
- 62 Roberts, Bertha Gates
- 63 Rice, Hulda
- 64 Rusk, Florence F. *Nels. village*
- 65 Schwartz, Sara L.
- 66 Sheehey, Mary Golden
- 67 Shepard, W. B. *Conn.*
- 68 Simons, J. C. *Grand Rapids*
- 69 Strom, Rebecka
- 70 Spring, C. F.
- 71 Steffen, A. F. *Bloomfield Ia*
- 72 Steffen, E. E.
- 73 Taylor, Arthur *Des Moines*
- 74 Taylor, Lola D.
- 75 Taylor, S. L.
- 76 Washburn, B. E. *Wash.*
- 77 Wagoner, G. F.
- 78 Wood, Lena M.





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### Standing Committees of Faculty

Executive—The President, The Dean and the Secretary  
Committee on Admission—The Dean and the President.

Committee on the Catalog—S. L. Taylor, C. W. Johnson, D. M. Lewis, John P. Schwartz, and J. H. Styles, Jr.

Address all Communications to  
DES MOINES STILL COLLEGE OF  
OSTEOPATHY

1422 West Locust Street  
Des Moines, Iowa.



## Historical

**D**ES MOINES STILL COLLEGE OF OSTEOPATHY was founded in 1898 by a group of educators whose purpose was to raise the educational standards of their profession and to put Osteopathy on an equal footing with older schools of the healing art.

Prominent among its sponsors were Col. A. L. Conger, a well known Ohio statesman of that era, Dr. S. S. Still, nephew of the Father of the Science, and his wife, Dr. Ella D. Still, and Prof. Wilfred Riggs, previously a member of the faculty of the Idaho State Normal School. They were all college people, thoroughly conversant with the best pedagogic traditions and methods.

Thus it is evident that the College has been, from its very inception, imbued and permeated with a proper scholastic atmosphere. It was, in fact, the first osteopathic institution of learning to demand and secure adequate scientific and professional preparation of its student body; and it has never for a single instant departed from the high standards that gave it birth.

It was founded, too, in response to a strong popular demand for an osteopathic training school located in a center of population large enough to supply it with adequate clinical material.

The College was first organized and conducted by a stock corporation. It continued to operate successfully under this plan for many years. But as time went on a tendency toward commercialization became apparent. This was held to be inimical to the educational intent of the institution, and an immediate reorganization upon an eleemosynary basis was affected. This plan has proven consistently satisfactory, and continues until this day. Under it no profits can accrue to individuals. All moneys over and above operating expenses must be turned back into the treasury to be used exclusively for general improvement purposes.

Des Moines Still College of Osteopathy has attained to and consistently maintains the highest standards of efficiency in its every department. It early won for itself a place as foremost in the ranks of the colleges of the osteopathic profession and today stands pre-eminent among them.

Several times during its history the name of the institution has been changed. It was first known as the Dr. S. S. Still College of



Osteopathy. This name was later abbreviated to Still College of Osteopathy. Then when it came under the present management, the name was further changed to Des Moines Still College of Osteopathy, thus identifying the College with the community in which it is located.

The Alumni of Des Moines Still College number about three thousand. They are practicing in every state in the Union and in many great foreign countries, where they have become leaders in their profession and have attained to many positions of honor in State and National life.

Des Moines Still College of Osteopathy has never been selfish or self-centered. This liberality of attitude is best evidenced by the fact that it is owned and controlled by over seventy osteopathic physicians. These doctors, who are all prominent in their profession, are wholeheartedly back of the school and its destiny. Their experience and scientific attainments are always available and have proven invaluable in directing the policy of the institution and in determining its curriculum.

### Location

The college building is located at 1422 Locust Street. This location, in close proximity to the business center, gives all the advantages of the downtown districts and yet no one need go farther than five blocks from the college building to find a room.

Des Moines is a city of 150,000 people. The size of the city assures a most excellent clinic which is a necessity if a student receive the greatest possible practical advantage of his college course. In such a large obstetrical, surgical and general clinic as Des Moines affords, the student sees a great variety of cases.

The city has all the advantages of other towns similarly located and possessing the same number of inhabitants. It is clean, progressive, wealthy, dry; a place where business integrity, civic and individual standards of ethics and morality are high. It has its churches, libraries, music courses, art galleries, theaters of the best routings, chauteauques, parks and is the capital of the State of Iowa.

"It is a liberal education to live in Des Moines."

## Requirements for Admission

**F**ROM candidates for the degree of Doctor of Osteopathy, the college requires: First—High School diploma or its exact equivalent. A diploma from a first-class normal school or college, will be accepted as good evidence of such preliminary work.

Second—For graduates of reputable medical colleges, the diploma is sufficient.

Third—Advanced students from other osteopathic colleges must have complied with rule one of this section before they can be matriculated.

Fourth—Satisfactory evidence of good moral character is required of every candidate.

Our student body is composed of men and women of integrity. Those who have a high purpose in life and are imbued with the desire help make the burdens of mankind lighter and to stand for a pure life with upright motives, are most welcome to this institution. Moral worth is the first requisite of all connected with the College.

### Advanced Standing

Every student who makes claim for advanced standing must do so at the time of his matriculation. His fitness to be thus advanced must be determined by the faculty.

### Medical Physicians

Physicians who have completed the work in a recognized school of medicine may receive advanced standing upon showing their credentials and by satisfying the faculty that their entrance credits were equal to those required by Des Moines Still College.

### Osteopathic Physicians

Graduates of other recognized Osteopathic schools may receive the degree, Doctor of Osteopathy, from this college after devoting one year to the work here, and by establishing the fact that all preliminary work has been properly done.

### Post-Graduate Course

Doctors of Osteopathy who may desire to take post-graduate work will be admitted to classes in any of the above subjects, and will be given special privileges in the laboratories, general clinics, hospitals, surgical clinic and obstetrical clinic.

### Requirements for Graduation

To be eligible to receive the degree, Doctor of Osteopathy, every candidate must have complied with the following conditions:

1. He must have spent four terms of nine months each as a student in this college. If he has completed the first three years' work in some other recognized college or colleges he must have spent his senior year here.
2. He must have passed all examinations and his work must have been satisfactory in its general character.
3. He must have made satisfactory arrangements for his tuition and fees.
4. His general demeanor and conduct must have been satisfactory to the faculty, and he must have impressed them as being a man of moral worth.

### Degree Conferred

Upon the satisfactory completion of the course of study the degree, Doctor of Osteopathy, will be conferred.

### Interneship

Two interneships will be awarded each year to graduates who seem in every way most fit to occupy such a responsible position.

## Rules and Regulations

### Attendance

No credit can be given for any work except that done during regular attendance upon classes. Under the Iowa law, students must be in regular and actual attendance during at least four-fifths of each term and absence is excusable only on account of sickness or unavoidable detention. It is a rule of the college that the roll of each class must be called at each recitation.

Except by special permit from the Dean all work belonging to the Freshman, Sophomore, and Junior years must be completed and grades recorded before the student will be permitted to register for Senior work.

Students will be given their grades by the professor in charge after each examination. Those who wish the college to furnish a record of their grades will be charged a fee of two dollars.

The right is reserved to change the curriculum, teachers and rules of the college at any time.



### Fees and Expenses

Tuition payable in Advance:

By the College Year .....\$150.00

By the Semester or Term ..... 77.50

Post-graduate Fee ..... 150.00

Entire Tuition if Paid in Advance ..... 525.00

Dissection Material: \$20.00 on commencing Dissection.

Laboratory: Deposit of \$10.00 per year for each of the first two years of laboratory work.

Athletic: \$5.00, payable at the beginning of each semester. (This fee entitles the student to admission to all local College athletic events.)

Graduation: Gown, Diploma, etc., \$5.00.

**REFUND**—No refund of tuition is allowed except in case of serious illness. If, on that account, a student withdraws before the middle of a semester, one-half of his semester's tuition will be refunded, provided he be in honorable standing.

**COST OF BOOKS AND APPARATUS**—The necessary books for the first term will cost about \$30.00 if all bought new—and about \$20.00 for each succeeding term. Students are required to procure their own Stethoscopes, Thermometers, Urinalysis outfits, blood counting apparatus and such other items of personal permanent equipment as each department may require.

**BOARD AND RENT**—Good board and furnished room may be secured in the vicinity of the college. There are many opportunities for students to earn a part of their expenses at some light employment consistent with their college course. Every one of our students who desires to do so can earn his board and usually room rent. Rent is as cheap in Des Moines as in any city having similar advantages.

Within five blocks of the college and within two blocks of the central church district of the city is the **BUSINESS WOMEN'S HOME**. This home is not conducted for profit. It was founded to provide a home with the best influences for business women and girls. The home is under the control of a board of trustees composed of the leading women of Des Moines and is presided over by a matron. The place has large grounds, pleasant rooms, spacious parlors and porches, and under a board of directors is maintained solely for the purpose of providing a safe, comfortable, economical home for women.

Students often write us asking to know on just what sum of money they can complete the entire course. They can best estimate this for

themselves, knowing the tuition fee and cost of books, and can, from their own tastes, inclinations and financial ability, make a closer estimate of their living expenses, clothing and incidentals than any other person can for them. Those who are disposed to work to pay a portion of their expenses are inclined to underestimate the opportunities to make money, situated, as they will be, near the business center of this city of 150,000 people.

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## General Information

### How to Secure Rooms

**T**HE College keeps on hand a list of rooming and boarding houses that have been visited by a college representative. These and the necessary personal attentions will be given to assist students to locate pleasantly and well. Students are advised to come directly to the college building on arriving in the city so as to save time and expense in securing accommodations.

### How to Reach the College

Take an Ingersoll or Valley Junction car, get off at Fifteenth street, walk one block south and a half block east; or take Waveland Park or University Avenue, get off at Twelfth and Locust Streets and walk west about two blocks and one-half.

### The Chapel

Each Wednesday forenoon for the past years the chapel services, consisting of songs, devotional exercises and an address or a demonstration, have been held. Prominent business and professional men and women of the city, state and nation discuss the questions of the day, in these services.

## The Woman Physician

**W**OMEN are admitted on the same terms as men. The same opportunities are offered and the same requirements are asked for men and women alike. They are subjected to the same rules, attend the same classes and are required to take the same examinations. A separate reception room is provided for their benefit.

About one-third of the members of each class are women. Because the classes have such a goodly portion of women, the institution is able to accord to them the same accommodations as are afforded in any co-educational institutions.


It is easily understood that woman has her particular opportunity in the practice of Osteopathy as well as man has his and it is the profession par excellence in which woman has an equal opportunity with man.

The institution recognizes the fact that woman ranks well with man in professional life if given the advantage of equal preparation; and in the Osteopathic profession especially she finds a field to which she is fully adapted and where her services are in demand. Most offices desire a lady physician because of the considerable number of lady patients who will patronize more readily an office which has a physician of their own sex. Another indication of the usefulness of women in the profession is the fact that the offices managed by them show financial receipts nearly if not quite equal to those operated by men.

The energetic woman who desires to be independent, make her own livelihood, and at the same time contribute to the betterment of her fellow-beings, finds in Osteopathy an attractive field.



## Osteopathy as a Profession

 ONE of the remarkable events of recent years is the development of Osteopathy and the rapid progress of its application in therapeutics. The thought originated in the mind of an obscure physician some fifty years ago, but did not take definite shape till some years later when a school was organized to inculcate the idea. Now there are about eight thousand practitioners in the field; and it is a fact well known that almost to a man they are prospering. It is the more remarkable too when we consider that the Osteopathic practitioners have come from all walks of life.

The problem of choosing a profession comes to every one for solution. To a man of fine moral sense the question which rises uppermost is "If I enter this field can I make an honest living?" One who is more commercially inclined puts this question to himself, "Can I make a financial success of it?" There is no doubt but that each of these has the satisfaction of receiving an affirmative answer. Osteopathy has shown its practitioners both financial prosperity and the greatest opportunity for doing good while making a living. The commercial spirit is to be deprecated in one who seeks to enter the profession. The physician's calling is a noble one, and as such should be kept as far as possible from financial motives. It is to be granted that everyone must consider in choosing a profession that he owes it to those who may later depend upon him to earn a decent livelihood, but withal how necessary it is that his commercial bent be tempered by altruistic considerations!

There are reasons largely dissociated from the motives above mentioned why men of scientific bent should enter the new system. Osteopathy has had only a few years for growth and development and there are great unexplored fields by entering which men make themselves famous. Within the recent years, and especially during the war and flu tragedies, a great stimulus has been given to research work along Osteopathic lines, and it is to be pushed to the greatest practical application.

School teachers and professional men generally who have begun their career with high motives do not have to sacrifice principle to take up Osteopathy, because it is here they enter upon a field which offers the greatest possible opportunities for doing good and simultaneously the widest range for intellectual activity.

## Present Legal Status of Osteopathy

**I**N no respect is the favor with which Osteopathy has been received by the public better indicated than by the recognition accorded it by the legislatures of the various states. In the thirty years since the establishment of the first Osteopathic school, laws have been enacted in all states, giving protection to the practice as is accorded to the older systems, providing for examination before Osteopathic or medical boards and providing suitable penalties for those who practice without the requisite qualifications.

During a recent session the General Assembly of the State of Iowa passed a bill giving to Osteopathic physicians every right and privilege hitherto enjoyed by medical physicians only. This bill is now a law, and secures to Des Moines Still College of Osteopathy the highest legal standing possible for any school of any system of healing to obtain.

Osteopathy has been legalized in the following states and territories: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Wyoming, and in several of the Provinces of Canada.

### SUBJECTS RECOMMENDED BY THE ASSOCIATION OF AMERICAN MEDICAL COLLEGES

Histology . . . . .  
Embryology . . . . .  
Osteology . . . . .  
Anatomy . . . . .  
Physiology . . . . .  
Chemistry and Toxicology . . . . .  
MATERIA MEDICA . . . . .  
PHARMACOLOGY . . . . .  
THERAPEUTICS . . . . .

### SUBJECTS TAUGHT IN THE DES MOINES STILL COLLEGE OF OSTEOPATHY

Histology.  
Embryology.  
Osteology.  
Anatomy.  
Physiology.  
Chemistry and Toxicology.  
PRINCIPLES OF OSTEOPATHY.  
OSTEOPATHIC MECHANICS.  
COMPARATIVE THERAPEUTICS.

Bacteriology .....	Bacteriology.
Pathology .....	Pathology.
MEDICAL ZOOLOGY .....	MEDICAL BIOLOGY.
Clinical Microscopy .....	Clinical Microscopy.
Physical Diagnosis .....	Physical Diagnosis.
	OSTEOPATHIC DIAGNOSIS.
PRACTICE OF MEDICINE .....	PRACTICE OF OSTEOPATHY
Surgery .....	Surgery.
	APPLIED ANATOMY.
Obstetrics .....	Obstetrics.
Gynecology .....	Gynecology.
Pediatrics .....	Pediatrics.
Eye and Ear .....	Eye and Ear.
Nose and Throat .....	Nose and Throat.
Mental and Nervous Diseases .....	Mental and Nervous Diseases.
Electro-Therapeutics .....	Electro-Therapeutics.
Genito-Urinary Diseases .....	Genito-Urinary Diseases.
Dermatology and Syphilis .....	Dermatology and Syphilis.
Hygiene and Public Health .....	Hygiene and Public Health.
Dietetics .....	Dietetics.
Medical Jurisprudence .....	Medical Jurisprudence.

**D**ES MOINES STILL COLLEGE BUILDING is a large, four-story brick and stone structure. It has sixty rooms which represent a floor space of 30,000 square feet. This building was erected especially for an Osteopathic College, and was dedicated to that purpose in May, 1899. Class rooms, amphitheatre lecture rooms, laboratories and treating rooms are ample, large, well heated and lighted.

### Equipment

No school is prepared to do good work without equipment. This fact has been kept steadily in mind by the management of Des Moines Still College, and much valuable apparatus has been purchased for class purposes and more is being added year by year.

### Histological Laboratory

This room is large and well ventilated. It has a skylight and fixtures for gas and electricity. The desks are broad and fitted with lockers. There are forty-five Bausch & Lomb microscopes in use, two of which have oil immersion lenses. This department keeps many mounted slides for illustration purposes, but it is also equipped with



microtomes, staining reagents and necessary apparatus for mounting histological and pathological specimens.

### **Chemical Laboratory**

The Chemical Laboratory, large, well lighted and well ventilated is fully supplied with reagents, gas, water, etc., for individual work. Electric light and power, draft cupboards, and electric centrifuge are available to all. It has desk room for a class of forty, and locker accommodation for several classes of this number.

The reagents which are commonly used are placed on a shelf immediately above the desk of each student. Flasks, tubes, bottles and other apparatus necessary for the performance of ordinary experiments are always kept in stock and are generously supplied.

This laboratory opens at one side into a lecture room specially furnished for didactic and demonstration work in chemistry, while at the other side centrifuges and microscopes are available for the examination of urinary and other sediment.


### **Pathological and Bacteriological Laboratory**

Bacteriology and Pathology are well provided for. Slate top desks with drawers and lockers, gas, etc., furnish accommodation for large classes of students. The apparatus consists of three dry air sterilizers, two live steam sterilizers (one Koch and one Arnold), automatic electric incubator, three water baths for preparing cultures, six small individual waterbaths, two balances, one in glass case for fine work, one large for gross work; two oil immersion lens microscopes, full supply of test tubes, petri dishes, flasks, funnels, microtome, staining reagents and all necessary materials for conducting the laboratory work.

### **Other Apparatus**

Lecture and class rooms are all equipped for the best work. Charts manikins, skeletons, etc., are supplied in each room where these are required. For use in Histology and Pathology a new model Bausch & Lomb stereopticon has been installed. By this apparatus, microscopic specimens in Histology, Pathology or Bacteriology can be thrown on the screen for class study. The same apparatus can, by the turning of a lever, take care of lantern slide projection, and is by a simple adjustment changed to a powerful opaque projection machine. In addition to the above we have a smaller opaque projection apparatus which does admirable work in illustrating lecture work by throwing on the canvas cuts from the various textbooks.

## The Course

 NE college year consists of thirty-six weeks, which for convenience in classifying are divided into two semesters of eighteen weeks each. The course in Osteopathy at this College covers four such years of didactic and laboratory work, and of practice in Osteopathic diagnosis and treatment. Attendance during the whole time is compulsory. Undergraduates from other recognized colleges of Medicine or Osteopathy may be admitted under the provision made for "Advanced Standing." (q. v.) In any case, however, the privilege is reserved to alter the details of any feature or features of the course to suit conditions as they may arise.

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## The Curriculum

1. THE FUNDAMENTAL OSTEOPATHIC BRANCHES—The first portion of the course in Osteopathic therapeutics consists mainly of instruction in the fundamental Osteopathic sciences. It includes the following branches:

### CHEMISTRY.

Inorganic.

Organic.

Physiological.

### ANATOMY.

Human Anatomy.

Embryology.

Histology and Cytology.

Neurology.

### PHYSIOLOGY.

General Physiology.

Physiology of the Nervous System.

Chemical Physiology.

### PATHOLOGY.

General Pathology. Special Pathology, Bacteriology.

### OSTEOPATHIC THEORY AND PRINCIPLES.

### MEDICAL JURISPRUDENCE.

### HYGIENE AND DIETETICS.

II. THE CLINICAL OSTEOPATHIC BRANCHES—The remaining portion of the course includes the following branches:

OSTEOPATHIC DIAGNOSIS, TECHNIQUE AND APPLIED OSTEOPATHY.

OSTEOPATHIC MECHANICS.

PHYSICAL DIAGNOSIS.

LABORATORY DIAGNOSIS.

PATHOLOGY.

SURGERY.

SYMPTOMATOLOGY.

    Infectious Diseases.

    Diseases of the Digestive System.

    Diseases of the Circulatory System.

    Diseases of the Genito-Urinary Tract.

    Diseases of the Respiratory Tract.

NERVOUS AND MENTAL DISEASES.

GYNECOLOGY.

OBSTETRICS.

DISEASES OF THE THROAT AND NOSE.

DISEASES OF THE EYE AND EAR.

SKIN AND VENEREAL DISEASES.

PEDIATRICS.

TOXICOLOGY.

HYDROTHERAPY.

*remained by Electives*

*For B.Sc.*

## Schedule

(This schedule complies throughout with the requirements of the Iowa State Osteopathic Law.)

### First Year

FIRST SEMESTER	HOURS	
	DIDACTIC	LABORATORY
Anatomy, Descriptive .....	90	
35 - Chemistry, Inorganic .....	90	72
Histology .....	54	72
35 - Biology .....	54	36
SECOND SEMESTER		
Anatomy, Descriptive .....	90	
35 - Physiology .....	90	36
Chemistry, Organic .....	90	72
Histology .....	54	36
Embryology .....	70	

### Second Year

FIRST SEMESTER		
Anatomy, Descriptive .....	90	
35 - Physiology .....	90	36
Theory of Osteopathy .....	90	
35 - Pathology, General .....	90	36
Chemistry, Physiological and Toxicology ....	54	36
SECOND SEMESTER		
Anatomy, Descriptive .....	90	
Anatomy, Practical .....	42	108
Pathology, General and Special .....	90	72
Principles of Osteopathy .....	90	
Physical Diagnosis .....	90	36
35 - Physiology .....	90	36

### Third Year

FIRST SEMESTER		
35 - Anatomy, Regional and Special Senses .....	90	
Gynecology .....	90	72
Physiology .....	90	36

*athletics*



HOURS  
DIDACTIC    LABORATORY

Osteopathic Diagnosis .....	54	72
Pathology, Special .....	90	72
Bacteriology .....	90	72
McManis Table Technique .....	54	72
Clinical Demonstrations and Practice .....	90	108

SECOND SEMESTER

3 Obstetrics .....	90	72
Nervous Diseases .....	90	
Osteopathic Therapeutics .....	90	
Laboratory Diagnosis .....	54	108
Public Health and Sanitation .....	60	
Ophthalmology .....	54	
Pediatrics .....	90	
Clinical Demonstrations and Practice .....	90	108

Fourth Year

FIRST SEMESTER

Surgery, Minor .....	90	108
Nervous and Mental Diseases .....	90	
Diagnosis and Technique .....	90	90
Eye, Ear, Nose and Throat .....	90	108
Obstetrics .....	90	108
Urology and Proctology .....	90	
Osteopathic Therapeutics .....	90	
Dietetics .....	36	
Hydrotherapy .....	16	
Clinical Demonstrations and Practice .....	90	108

SECOND SEMESTER

3 Surgery, Operative .....	90	108
Nervous and Mental Diseases .....	90	
Urology and Proctology .....	90	
Medical Jurisprudence .....	30	
Professional Ethics and Efficiency .....	16	
Dermatology .....	36	
Eye, Ear, Nose and Throat .....	90	108
X-Ray and Electrical Diagnosis .....	36	
Osteopathic Therapeutics .....	90	
Obstetrics .....	90	
Clinical Demonstrations and Practice .....	90	108

## Anatomy



OSTEOPATHY is that branch of medical science which places emphasis upon structural integrity as being the one most important factor in maintaining the body organism in health. A profound and particular knowledge of Anatomy is therefore essential to the practice of this science.

The Osteopathic physician looks upon the body as a machine, each part being a physical lever, pulley, pipe, strainer, or other device determining the manner and accuracy of the work done by the entire mechanism.

We study the structure and reactions of parts of the body organism with the idea uppermost in mind, that deviations, irregularities and changed relations of bones, ligaments and other tissues, affect directly the function of the organ involved, soon leading to disease of the whole system unless timely adjustment be made.

Believing that Nature holds within its tissues all the elements necessary to its well-being, we teach that the body contains its own therapy, if each part is rightly adjusted so that it may do its duty.

A machine so complex as the Creator's masterpiece, the human body, cannot undergo all the changes of position, location, temperature and misuse, without subjecting its parts to constant liability to derangements which if not recognized early, will in time become disease factors.

To recognize and correct these deviations from normal, an exact knowledge of the proper relations must be had.

We therefore study with very great care the relation of the bones to the softer tissues, the relation of nerves and blood vessels to the apertures through which they pass, and lay great stress upon the relation of special nerve centers to bony structures.

The study of anatomy is continued throughout the entire time the student remains at school, and the human body is thoroughly studied from the various standpoints of Descriptive Anatomy, Demonstrative Anatomy and Dissection, Visceral Anatomy, Anatomy of Special Senses, and Regional Anatomy.

### Descriptive Anatomy

Forming, as it does, the very foundation of Osteopathic theory and practice, Osteology, the study of the bones, is the first.

We, therefore, study very carefully the relations in the division

of Anatomy to be taken up, and together with the anatomy of the ligaments and articulations, this occupies the attention of the student during all of his first term.

Following this, the student takes up in order the study of the muscles, blood vessels, lymphatics, the nervous system and the viscera. The work in the class room is conducted in accordance with the "lecture-quiz method," part of the period each day being given over to questions on the subject in hand and to review. In this way the personal touch of the teacher, so often lacking in the larger schools, is preserved, and the instructor is enabled to understand and remove the difficulties of each member of the class.

The department is well supplied with models, charts, skeletons, and projection apparatus, and frequent use is made of them during the course of the work.

### **Dissection and Demonstrative Anatomy**

The work in this Department of Anatomy is a source of pride to Des Moines Still College of Osteopathy. It consists of a series of lectures, especial attention being given to regional anatomy and the study of the viscera, together with careful dissection upon the cadaver. The supply of material is ample, and each student is required to dissect the lateral half of a cadaver. The work is done under the eye of the professor, and his advice and help is always at the command of the student. No part of the instruction is turned over to undergraduate assistants.

### **Visceral Anatomy and Anatomy of Special Senses**

To further impress upon the student the importance of structural relations, the Anatomy of Viscera and Special Senses is taken up in lecture work outside of the Dissection Laboratory. Illustrations and manikins are used so that parts may be removed and replaced intact and so gain as much benefit with less use of time, as would be obtained from dissection of numerous cadavers..

### **Regional Anatomy**

IN practice the Osteopathic physician must constantly make use of mechanical stimuli to effect particular reactions. The success of his work depends upon the accuracy with which the centers to be effected are reached. A special lecture and demonstration course in locating hidden structures from landmarks upon the surface of all regions, is one of the most practical and interesting divisions of our study of Anatomy.

## Biology

**T**HIS course is studied from the beginning with the purpose in view of showing relationship between the simplest mechanical bodies and their functions, on up to the most complex machines which embody principles of all the lower forms to create an inter-relation of systems.

A lecture course supplemented with practical laboratory work, which begins with the single cell—unit of structure—shown in the Amoeba, carries it into tissue formation, studied in the Hydra—and on into the higher complications of structure. The basic principles of nourishment, growth and reproduction as exemplified in the lower animals—"worm group," crayfish and insect—are studied; comparison of organ development being drawn and especial attention given to those of the insect group which are important in the dissemination of disease. The biological adaptations and factors in disease are considered with a survey of variation heredity, and evolution as evidenced in animals—thence touching on heredity and eugenics in man. The purpose of the study is to lay a practical, workable foundation for human physiology.

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## Bacteriology

**T**HIS is a practical laboratory course in which the student becomes familiar with the preparation of culture media, the process of sterilization and disinfection, the methods of cultivating, staining and studying bacteria, and the biological examination of air, water and soil and the important species of pathogenic micro-organism.

**LECTURES ON INFECTION AND IMMUNITY.**—During the period of practical work in bacteriology, lectures are given devoted mainly to the consideration of subjects pertaining to infection and immunity.

The course is designed to give the student a thoroughly practical knowledge of the subject. The work consists of a careful study of the principles of general bacteriology, especial attention being given to sterilization and antisepsis; followed by a thorough study of the appearance and life habits of the chief pathogenic bacteria; and finally, a course of work in the laboratory, in which the student prepares his own culture media and grows and studies representative types of pathogenic and non-pathogenic organisms.



These minute organisms are not a constant factor to which the body mechanism must adapt itself. Therefore their presence or invasion may result in disease, if the body functions are not protected from the invader, or the derangement following their invasion corrected.

## Department of Chemistry

**I**N THE instruction in this department two principal aims are kept constantly in view: First, to give the student training in methods of pure science, and to develop thereby accurate observation, logical reasoning and the power of forming correct judgments on observed facts. Second, to give them such facts as will lead them to a better understanding of the phenomena and products of life's activity, and be helpful in determining the location and nature of pathologic processes. And while it is not our aim to turn out finished chemists it is our conceit that our graduates are equipped to intelligently analyze and prepare a diet list as well as carry out detailed gastric and urine analysis.

The course is carried through the first three semesters and includes five hours of lectures and demonstrations and four hours of practical laboratory work per week. We believe that it is only by thus combining the didactic and the laboratory work that the student best acquires a practical knowledge of chemistry and its value in everyday life.

When the descriptive chemistry of the semester has been completed a full course in qualitative inorganic analysis is taken. By this means the student acquires a more practical knowledge of the elements and their most important compounds, and what is still more important—he learns the routine and technique of laboratory methods. While this work in the laboratory is being done, it is carefully supervised by the professor in charge and no careless work is tolerated. Half the value of knowledge is lost if devoid of mental discipline in its acquisition.

**ORGANIC CHEMISTRY.**—The study of chemistry is continued in the second semester. Effort is made in this course to teach the student the important properties of the organic compounds. The chief classes are taken up and also the common reactions employed in their detection. It is insisted that each student know something of the relation that exists between the properties and usefulness of organic compounds and their molecular constitution. The relation be-

tween simple organic substances and the various foods and the products of food metabolism is shown; also the toxic substances that may be produced and this forms a fitting introduction to the subject of Toxicology with which the work of the term is completed, and also to the purely physiological chemistry of the following semester. This work is very thorough; the laboratory methods being used here as in organic chemistry and the same care exercised in supervision.

**PHYSIOLOGICAL CHEMISTRY.**—In this course the various foods and their relative values are taken up together with the tissues and organs of the body. The secretions are also studied, particular attention being given to the normal constitution and pathologic variations of such as may be available in diagnosis. As a secretion urine is pre-eminent, owing to its relation to disease and its availability in making tests for diseased conditions. The students are required to make milk analyses, to determine the digestibility of eggs, nuts and the common foods by actual experiments in the laboratory. Much attention is given to comparison of processes which take place in the laboratory experiments with the real changes which take place in the body. After explanation of these processes an endeavor is made to make real the value of these facts to the practitioner.

**TOXICOLOGY.**—Toxicology is a very important subject and is taught by the lecture and quiz method. All the important poisons are discussed as well as their specific effect on the body. The symptoms and points of diagnosis and differential diagnosis are duly emphasized and a thorough study made of the various tests used for detection. The treatment of each case of a poisoning is taken up and analyzed with great care. To the student is pointed out the necessity of immediate recognition of the specific poison used in the particular case and the administration of the proper antidote without delay.

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## Clinical Department

**T**HIS is one of the most important departments of any school of therapeutics. It can be conducted along right lines only where there are a number who desire the particular kind of treatment given by that institution. We have a city of 150,000 people, and osteopathy is very kindly received by them—both by the wealthy and by those who are not able to pay for their treatment. So, the first essential is met in having the people who desire the treatment.

The work is then so arranged that the student early in his course enters these clinics and continues in them until he graduates. This is one feature in which we excel. Students have the privilege of two year's clinical practice.

The heads of departments present cases in their departments not entirely apart from their lectures. Then an extra mural clinic has been established, that the student may not go out entirely ignorant of the way of handling acute cases in the homes of his patients.

Here the students are taught how to examine patients, and diagnose not only conditions, but causes. After a case has been diagnosed, treatment is outlined and illustrated in detail. The case is then handed over to some advanced student to treat, and his treatment of the case is directed by the head of the department, to whom he reports the progress, and from whom he receives further instructions as occasion requires.

Each student is carefully trained in practice. After a broad foundation is laid, should he desire to specialize, our clinical resources offer him excellent opportunity to do so. When the size of the city is taken into consideration, and the fact that free surgical institutes and dispensaries are not located here, an idea of the clinical material available may be gained. Twenty treating rooms are fully equipped for the use of the students.

Special arrangement with the McManis Table Co. provides the treating rooms with the latest type of mechanical table. A special instructor in McManis technic is present during treating hours to give assistance to students when requested for special adjustments.

These rooms are well lighted, heated and ventilated. Each has a stationary lavatory, furnished with hot and cold water. Dressing rooms facilitate the handling of the patients. Two students are assigned to each room and are required to treat a certain number of patients throughout the whole of their junior and senior years, 800 to 1000 treatments being required of each candidate for graduation.

**CLINICAL OSTEOPATHY.**—It is here that the goal of all previous effort in the departments is attained. The end of professional education is utility. The prospective Osteopath in this department meets not with theoretical cases, but with actual diseases. The work consists of five days per week during the last four semesters in receiving cases, in the diagnosis of diseases, in illustrative treatment, in quizzes upon the reasons for such diagnosis and treatment, in reviews of these cases at regular intervals, whereby each student is required to recite before the entire class his treatment and the success of the patient

under that treatment. He is also required to spend parts of at least three days each week in the treatment of clinic cases. This work continues during the last four semesters of the course. The student is required to demonstrate that he not only recognizes the condition of the patient, but knows how to proceed to remove the difficulty.

Each professor is assigned to the clinic on a certain day of the week and all the clinical cases of that day belonging to his special department are assigned to him for diagnosis. He there outlines the treatment and afterwards follows the case up by giving it his personal attention in the treating room. In this way the students get the advantage of the combined experience, knowledge and technique of the whole faculty.

PRACTICE.—Those about to take up the study of Osteopathy should ever bear in mind that they should try to pursue a course of study that offers the maximum of practice. Practice develops skill and gives the young practitioner confidence and assurance when he goes to the field alone. When the practitioner enters upon his work as a physician he will succeed or fail in accordance with his previous experience in treating disease. If the practitioner be inexperienced and has not been accustomed to the treatment of the widest variety of cases he will be weak and his patients will find it out sooner or later. One of the first questions put to the young practitioner is "Doctor, have you ever treated a case like this?" The young doctor in opening his office runs too great a risk if he be not a thoroughly experienced man. When the physician stands at the bedside of a patient and is there confronted with a real case, it is not a question then of what school he attended, or whose name is on his diploma. The question is: Did he ever see such a case before? Did he, in his clinic experience in college, have such a wide experience that now finds him able to cope with this particular case and enter upon the treatment with assurance? Again it is a large Osteopathic clinic that will meet the needs of the student. While the student wants to meet with every variety of cases yet he should get his experience in clinics that also present cases usually within the general practice.

The clinics of Des Moines Still College could not be more natural, the variety of cases being such as are met in a wide general practice. Our clinic is bona fide and is not composed of the same old chronic patients from year to year. We make no effort whatever to secure clinic cases. All of our clinics come to us naturally in a business way, and the best evidence of this fact is that our clinic patients pay three dollars for each monthly examination.



The whole course of instruction is based upon practice. The professors are never too busy to assist the students with a clinic and no institution could have a faculty that takes more pains with the individual student. The students are known by all the professors and personal contact is the rule.

1. GYNECOLOGICAL CLINIC.—As in other departments there is here also abundant material for clinic. These clinics are held each week and the student is taught by actual practice the various points of examination. At the same time he receives instruction as to the different methods of treatment, and is shown by the professor in charge how to give the Osteopathic treatment. All theoretical ideas are put to the test and if they do not substantiate themselves as rational and practical the student knows it and he is not compelled to go out into the field and make mistake after mistake before he knows he is a blunderer. The undergraduate of a school has a right to know that the institution of which he is a part is teaching him facts and not fanciful theories. The gynecological clinic is used first to teach the student facts and to demonstrate those facts first hand by cases of a wide range and in the second place it is the endeavor of the teacher of this department to use the clinic in such a way that the student will know exactly and at once the proper and most effective treatment. Special pains are taken to see that the diseased conditions and the texts correspond with realities as presented in the patients; in a word that their knowledge of women's diseases is genuine, practical knowledge. Osteopathy is pre-eminent in this field of therapeutics and this clinic is very practical.

2. OBSTETRICAL CLINIC.—The Obstetrical Clinic is the pride of Des Moines Still College. Nothing can account for this phenomenal obstetrical clinic save efficiency and the utmost care in the handling of the cases. No pains are spared in giving the students every advantage possible. The public appreciate the services of the department and case after case is sent in by the mothers who have been delivered by the college.

The feature of special interest to the student is the fact that the obstetrical clinics are at the bedside and most practical. Such clinics are not practical when held in an amphitheater before several hundred students. No more than four students ever attend a single obstetrical clinic at Des Moines Still College. In this way each student participates in the care of the case, delivers it and has practical charge of the after care. The professor in charge simply directs when necessary.

3. **SURGICAL CLINIC.**—Des Moines provides ample material for all types of surgery. The operations are done at our hospital according to a schedule so that students of the senior classes may not only witness all major work, but can assist on all minor operations. They thus come in direct contact with the actual features of operative work and learn how difficult surgery is, also the immense responsibility resting upon the surgeon in action. By assisting he realizes how painstaking every one connected with the operation must be in order to keep the field of the operation aseptic. This clinic also serves a splendid purpose in demonstrating to the student the actual pathology which is frequently found in these cases, as of course in all surgical patients. He sees in the living body at close range the pathology in such cases as appendicitis, salpingitis, etc., and appreciates fully the possible dangers as well as hopes of cure in other directions. The surgical clinic is a most fascinating one, and the largest in the city.

Other clinics of co-ordinate importance, each held daily or weekly (as the volume of clinics and treating capacity of the student body demands) are as follows:

4. EYE, EAR, NOSE AND THROAT; GENITO-URINARY.
5. NERVOUS AND MENTAL.
6. SKELETAL.
7. ORTHOPEDICS, DERMATOLOGY, PROCTOLOGY.
8. PEDIATRICS.
9. GASTROINTESTINAL, CARDIOVASCULAR, RESPIRATORY; RENAL.

Preliminary examination, classification and assignment of patients to proper clinic is conducted daily by a staff of graduate students assigned to that duty.

## Dermatology

**T**HE scientific study of skin diseases is of comparatively recent origin. Although a large number of different affections of the skin have been named and their symptoms listed, little has been known of the causes; much of the treatment has therefore been symptomatic, and cures have depended upon a change in the general health of the patient. It is in this field that Osteopathy offers particular advantages.

The subject is taught with the application of Osteopathic principles and practice constantly in mind, and clinical work in this department has already achieved some remarkable results.

## Dietetics

**C**HEMISTRY of digestion, absorption and metabolism is reviewed in detail, and the food values and relative digestibility of various articles of diet are calculated. The methods of modifying milk for infants and invalids are demonstrated, and the various forms of proprietary foods are discussed, samples of each being donated by the manufacturers. These are tried out by the students in their under-graduate work in obstetrics and pediatrics, and lessons are drawn from the sum total of their experience along this line.

The course includes a consideration of the influence of various foods upon man—on his stature and development, antenatal and post-natal, on his nervous system, on his deportment and attributes of mind, on his digestive and other organs. Vegetarianism, its advantages and dangers. Dietetic treatment of diseases such as gout, fevers, diabetes, gastritis, gastric ulcer, hepatic disturbances, scurvy and diseases of the skin.

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## Diagnosis and Technique

**T**HE purpose of this department is to give the student a thorough training in the science and art of Osteopathic physics and mechanics. Realizing that the great deficiency in Osteopathic practice up to the present is that it has been regarded and in some respects taught and practiced as though it were more a system of manipulation than of physics; more a routine of movements than a science of anatomical adjustment, which has led the public mind largely to place it in the catalog of massage, rubbing and mechano-therapy, Des Moines Still College of Osteopathy has established a course of Osteopathic technique which consists of a thorough study and application of the principles of mechanics to the human body with anatomical and geometrical precision. This course consists of daily lectures on the principles and philosophy of Osteopathy, and demonstrations in diagnosis, and the laws of physics and mechanics. The human body is dealt with as a machine, and treated from the standpoint of levers, pulleys, the wedge, the screw, hydraulics, chemistry, forces, etc. We wish to emphasize that our endeavor is to reduce every treatment to a mathematical demonstration of the above laws, based on an exact diagnosis from the same standpoint.

Realizing that Osteopathy as a science is dependent on these principles for its perfection, and in just so far as they are ignored in

its application, just so far will it suffer as a science, we are led to add to the department of Osteopathic practice those sciences which are demonstrative of the laws, existence, maintenance and natural working of the human machine; and which we consider so especially applicable to its normal adjustment in disease, and without which Osteopathy cannot be intelligently demonstrated as a science, nor intelligently impressed on the minds of the student body. To this end we have incorporated in our department of Osteopathic technique, first, diagnosis of the bony lesion, its description, its kind, exact position of displacement, its relation to other structures and parts involved by same, how involved, and kind and extent of involvement. Then the mechanism of the subluxated part is taken up, together with the mechanism of the part or parts in relation with it, and which have bearing on its correction. Here demonstrations and applications of the laws of physics and mechanics are made with special reference to the anatomy of the parts involved, directed to the correction of the lesion under consideration. Preceding this, and interwoven with it, special reference is made to the principle and philosophy of Osteopathy. The work of the department is to make practical application of the teachings of the lecture rooms and it is intended to make the student's knowledge of Osteopathy thorough, clear, practical and entirely adequate to meet the demands of the most ardent investigator.

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## Ear, Nose and Throat

**T**HESE subjects are taken up in the second semester of the senior year. They include a class of diseases which are very common in this climate and hence are frequently seen by the general practitioner. They are studied in detail and their characteristics as well as effects on the general system considered.

Diseases of the ear are taken up in the last semester of the senior year. The anatomy and pathology of this structure is studied carefully. Then the diseased conditions are considered in order and the Osteopathic methods of treatment of same.

The relation between general body integrity and poor functioning of the tissues of the nose and throat, gives the Osteopathic concept of causes a new and broad field for application. Correction of these deviations from normal is done without the usual surgical instruments. "Finger Surgery" is the term which has been applied to this type of Osteopathic adjustment.



## Embryology

**D**URING the second semester of the freshman year a series of lectures on Embryology and Embryological development of the tissues and organs of the body is given. This course aids the student more easily to grasp a knowledge of the histological structure of the organs and clarifies many of the more obscure points of anatomy and physiology.

Much is also made of laboratory work, slides are studied and the embryo is traced through the various stages of development. The important organs such as the lungs, glands, liver, kidneys, genitals, digestive system, heart and entire circulatory system are followed from their earliest appearance to complete formation. This is a very valuable study from a scientific standpoint and is also a great aid to the better understanding of many of the intricate structures of anatomy.

Eggs are incubated and examined at various stages in the development of the embryo chick. Embryo pigs are dissected to show the development of higher forms of animal life, that closely resemble the human.

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## Gynecology

**I**N NO department of therapeutics is the need of Osteopathy more urgent than in that of gynecology. Woman, because of the natural delicacy of her organism and the ease with which it becomes deranged, has for centuries been a victim of harmful drug medication and useless surgery. Indeed if the writers of the foremost medical texts on gynecology and the clinic records in our large hospitals be criteria, by which to judge, the present day treatment of women's diseases is a matter of surgery pure and simple.

The Osteopathic physician objects to the use of the knife on all the ordinary cases of gynecology until after corrective adjustment has been applied. Surgical conditions such as tumors, lacerations etc. he recognizes and treats as such. His Osteopathic therapy relieves thousands of cases and restores invalid mothers to their families proving the Osteopath an instrument of mercy where the case had been pronounced hopeless.

Osteopathy secures this happy result by treating causes rather than symptoms. Proper blood supply and innervation is absolutely necessary to the health and function of any organ and we know that subluxations and deviations in bony structure are sources of gynecology.

cological disease. By correction of the bony lesion we remove the cause and when normal blood and nerve supply are restored nature takes care of itself.

If Osteopathy had done nothing more than treat women's diseases it would have a claim to fame, for what it has accomplished in this field alone would readily and rightfully place it high in the therapeutic world.

The work is taught by daily lectures and quizzes, charts, black-board illustrations, etc. Clinic divisions of not more than ten each, meet once per week during the entire term, when special instruction of a practical nature is given each student. There being several hundred patients in the general clinic from which to draw, the students in these clinic divisions have ample opportunity for study of a wide range of pelvic diseases.

Special examinations of the bony framework of the pelvis and spinal column are also made by the professor in charge, that the student may observe the relation between bony lesions and pelvic disorders. From time to time the same patient is brought into the clinic in order that the students may see the results of Osteopathic treatment. Thus a knowledge of the science based upon actual observation, is afforded each student before he or she is permitted to treat patients.

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## Histology

**H**ISTOLOGY is the study of normal tissues. Every effort in lecture and laboratory is to give the student first, a true understanding of the system upon which body tissue building is based, beginning with the cell unit, and carrying through its modifications and combinations to the most complex structure. Emphasis is then laid upon the recognition of these tissues, singly and in combination, and two laboratory periods each week are devoted to careful study of prepared slides, with accurate drawing and labeling of the same.

The last half of the second semester is devoted to a practical review in the form of making, preparing, staining and mounting slides of all the important tissues. The final examination consists not only of written description, but recognizing unknown slides. This course not only gives the microscopic anatomy of normal tissue, but is by way of excellent preparation for the pathology which follows, for no student who does not know his histology thoroughly can hope to recognize pathologic state. This purpose is kept constantly before the class.

## Laboratory Diagnosis

**T**HE routine of the course is according to the lecture demonstration, laboratory method and the amount of practice the course exacts, assures the student an accurate technique in each branch. In addition to the regular class and laboratory work, the clinic requires that urine, gastric, sputum and blood analyses be made by the students when the patient is entered and that this be followed up by further analyses from time to time.

In this department time is taken in the lecture work to correlate the various subjects studied in other departments so that the student is able to make use of his knowledge of physics, chemistry, histology, pathology and physiology and understand clearly what is taking place in the body when the various findings occur in the analysis made. Up to this point in the course these various subjects have been taken separately and the student has gained a particular knowledge in each, and now they are brought together in such a manner as to give a clear picture of the body processes going on.

The chemistry of pathology is here clearly brought out and its relation to the symptoms of various diseases explained.

The microscopic examinations made in these analyses here again brings into use the knowledge already gained in his course in bacteriology and histology and gives greater opportunity to use it from a new and interesting viewpoint.

The course includes:

Urinalysis, chemical and microscopic.

Gastric analysis, including methods of lavage, composition of test meal, qualitative analysis for free HCl, lactic acid, acetic acid and butyric acid, estimation of free HCl, combined HCl, total acidity, proteolytic coefficient and identification of blood, Boas-Opler bacillus, etc.

Sputum analysis macroscopic and microscopic with technique of various standard stains.

Blood analysis, hemocytometer, hemoglobinometer, tests for coagulability, methemoglobin, use of color index, volume index, Gibson's chart technique for staining and differential count, etc.

Milk analysis, including its value as a food from its protein and fat percentages, tests for various preservatives used in milk, pasteurization, modification of cow's milk, etc.

Fecal analysis, macroscopic and chemical including relation to various diseases.

## Medical Jurisprudence

**T**HIS course is conducted to fit the physician to combat the difficulties of every day in the conducting of a busy practice. It enables him to avoid the many pitfalls that malingering patients may set for the honest, well-meaning doctor, which would make it appear that he was a party to the dishonesty. This course informs the students how to give expert evidence in court so as to gain a just decision and aid the plaintiff in receiving his due without in any way giving the impression nor making it possible for the counsel for the defense to mislead the court as to the intent. To make each of these points clear, records of numerous cases are given as examples and all the legal technicalities that none but lawyers could understand are made simple and yet comprehensive enough for the physician to become familiar with.

Malpractice is carefully defined in these lectures and the legal precautions necessary to avoid suit under such a heading are fully outlined.

## Obstetrics

**T**HE obstetrical work, theoretical and practical, as associated with Des Moines Still College of Osteopathy, has always been a prominent factor in the college curriculum, and with the ever-increasing demand thrown upon its obstetrical clinic foreshadows not only the unlimited value of Osteopathic obstetrical care during labor, but the merits of Osteopathic treatment during gestation and the puerperium.

This department operating a clinic in the city of over 150,000 inhabitants has under its care patients that present practically every phase of this important study; so that practical statistics can be noted as well as concrete cases observed and studied which are of untold value in comparison with reiterating textbook information on physiological or pathological gestation and labor.

The study and work of this department is conducted throughout the senior year, comprising lectures, quizzes, demonstrations with manikins, charts, drawings, together with attendance at labor and the care of patients.

Our practical work is so arranged that the student, to whom the patient is assigned, under the supervision of the professor of obstetrics, directs the management of gestation and gives the treatment prelim-



inary to labor, conducts labor in the patient's home, accompanied by the professor and four seniors, and alternating with these students in attendance, makes the after-calls during the lying-in period. Under this plan he or she receives definite instruction in class and at the bedside, first ■ an assistant, then ■ an operator. Thus the student has learned to conduct cases as he meets them in general practice, not by notebook items, but by personal touch.

The Osteopath as a family physician must out of necessity to maintain ■ general practice, practice obstetrics, and to this end untiring efforts have been spent to give the expectant mother through the hands of the Osteopath a comfortable period of gestation, ■ short and easy labor, ■ normal and complete recovery and a robust healthy child. Skill portrayed in this way gains the confidence and good will of the people. Our graduates while working in this clinic have gained theoretical knowledge and practical experience qualifying them to practice ■ a competent obstetrician.

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## Nervous Diseases

**D**ISEASES of nervous origin and those that are entirely nervous in their character are so numerous and complex in their character that they are not readily understood when studied like other diseases from the pathological and chemical standpoint and it would require a great amount of time to become acquainted with each disease separately. In this department, the fundamentals of all nervous disorders based upon nervous physiology are very carefully and clearly brought out. The diseases are classified and the most common causes for each class explained so that without any further knowledge the disease could be identified and classified. With this foundation to work from, the various nervous diseases are then studied and demonstrated and points of differential diagnosis are emphasized. This department has the additional advantage of the large amount of clinical material that comes in for diagnosis and which is demonstrated before the class.

In this field Osteopathy has again shown how structural integrity may be so minutely deranged as to be overlooked and disregarded ■ a cause of disease. So many nervous diseases have been classed ■ incurable or not amenable to treatment, and change of climate or absolute rest prescribed as the only probable relief. The Osteopathic physician has learned to recognize those hopeless types so called as being curable and he has marked success through adjustment of structures influencing the general nervous system.

## Ophthalmology

**T**HE diseases of the eye and its appendages are taken up in the second semester of the senior year. This is one of the most important of the special senses and hence the pathological conditions affecting it are of special interest and importance to the practitioner. The anatomy of the eyeball is carefully studied, followed by description, diagnosis and treatment of the various diseases affecting it. The field of the optometrist is defined and the value of his work shown.

Here is another region of delicate tissues subjected to abuse through eye strain. The structural relations are easily varied causing muscular contractions and faulty blood supply. Constant nervous strain results from such conditions and affects the entire body adjustment. Correction of these lesions not only by proper refraction, but by adjustment of muscle tension and blood supply is demonstrated in this course of study.

## Pathology

**W**E study Disease as such, but keep two phases of it always in view. The physical and chemical changes are noted as a Disease entity. These changes are however structural deviations brought about as the result of interference in adjustment.

We learn the pathology of diseases from the standard medical viewpoint, but we see it as the result of the inherent powers of nature in the body, working to restore continuity.

Osteopathic research has added many chapters to the story of cause and effect, which are not recognized by chemical medical authorities. These added to the knowledge given in standard works, places the Osteopath in a position superior to other practitioners.

In the study of pathology we do not have to deal with new tissue, cells and functions, but simply with disturbances of those which normally exist. This study is conducted in the most comprehensive and efficient manner. Both time and scope are carefully considered. The instruction comprises lectures, quizzes, laboratory and post-mortem work.

The student studies standard authorities, he is taught the technique of all the phases of laboratory investigation by actual work under the direction of the head of the department. All lectures are reinforced by both macroscopic and microscopic study of the pathological conditions of the tissues and organs under consideration.

1. GENERAL PATHOLOGY.—First semester, sophomore year. Five hours lecture, three hours laboratory per week.
2. GENERAL PATHOLOGY.—Prerequisite, Path. I. Five hours lecture, three hours laboratory.
3. SPECIAL PATHOLOGY.—One semester. Prerequisite Path. I-II. Five hours lecture, three hours laboratory.
4. CHEMICAL PATHOLOGY.—A study of bio-chemical processes as related to pathology; open to seniors and graduates having credit in Path. I, II, III. Five hours lecture. Fall semester.
5. INFECTION AND RESISTANCE, IMMUNITY.—Five hours lecture and laboratory; open to seniors and graduates having credit in Path. I, II, III. Spring semester.
6. CLINICAL PATHOLOGY.—Required of all graduate students. To this laboratory are sent all analyses from the clinical department through which more than a thousand patients pass annually. Analysis, urinary, bacterial, stomach content, fecal blood, etc., is done by the student under the direct supervision of the professors. First and second semesters, six hours. Open to seniors and graduates.

Courses open to students or graduates of recognized scientific, technical or liberal arts colleges, possessing requisite preliminary training.

## Pediatrics

THE early period of our lives has a greater influence upon the functioning of our bodies after maturity than is generally recognized. Knowing that structure determines function, the Osteopath can see how the years during which the structure is growing, is the time when that structure is most easily influenced.

The environment and mental attitude, are factors effecting the human machine just as vitally as food and clothing. The Osteopathic physician extends his study of Pediatrics to embrace the manner of detection and removal of these lesions effecting structural integrity of the child. The environment may influence the habit of sitting or standing as at study in school. Spinal curvature, tilted pelvis, drooping ribs, etc. may be the result. Mental attitude may lead a child to slovenly habits, poor carriage in walking, disregard of proper ventilation, outside and inside the body.

No physician is as well qualified to supervise the formation of the future nation through caring for the young, as the Osteopath.

That more attention is due to the period of infancy and early childhood is tragically emphasized by the mortality statistics showing such a large percentage of deaths during the first five years, and especially when we know that this harvest of death is largely preventable if the child were given the care and protection to which it is by every law of justice and humanity entitled.

The course is taken up in the third year and includes the various subjects usually considered under this head, such as the care and management of the child from birth, diseases of the newly born, nutrition, derangements and diseases due to faulty nutrition, diseases of the digestive tract, disease of the respiratory tract, constitutional diseases, nervous diseases, infectious diseases, etc., etc. Instruction is given not only in curative methods of therapy but in prophylaxis or the proper care of the child to prevent the inroads of disease.

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## Physical Diagnosis

**T**HIS course is given during the second semester of the junior year. The work consists of assignments from the textbook, quizzes and actual demonstration in the clinic rooms. The normal organs are first studied, then the same parts under conditions of disease. Thus the student is familiarized with the various phenomena as found in actual practice.

After all there is no more important subject in the curriculum of Osteopathic schools than physical diagnosis. It is true that anatomy is the foundation of Osteopathy and yet it remains only the basis, when we are confronted with disease. To fathom the cause of the difficulty we must apply the principles of physical diagnosis. Here again the Osteopathic physician parts company with the medical doctor. The most important consideration with us is the bony structure, its regularities or irregularities and deviations from the normal. We center our examination upon the spine. We hunt for parts which indicate to us some disturbance of nerve centers in juxtaposition as well as derangement of the blood supply to the part. We consider the discovery and correction of spinal lesions vital.

In our zeal to emphasize the spinal column as the pivot upon which many etiological factors of disease revolve we do not forget to make just as thorough an examination of all the other parts of the body, for we most assuredly recognize that original etiology may abide in other parts in given instances. Therefore the course in physical diag-



nosis includes a most careful study of the heart and lungs, liver, kidneys and other organs of the body. This study is taken up in the junior year and instruction given by lectures and daily quizzes together with actual examination of patients in the class room under the direct supervision of the professor in charge of clinics.

The preliminary work and general routine in examinations having been satisfactorily mastered, two students are assigned to a case and are given a few days to study it and write it up. Then the case is presented to the class by the students to whom it was assigned. All the other students then examine it also and make criticisms according as they see fit, the professor being the final arbiter. This method of handling the physical examination begets a friendly rivalry among the members of the class and stimulates to the best possible results. No two members thus assigned to a case dare make a careless report because of the sentiment existing in the class itself against slipshod work. This method also teaches independence and self reliance, a very necessary element of character in the sick room. It cultivates the powers of observation and routine so essential to good work. When the work is taken up in this way, there are but few students who are not able to diagnose at once all the ordinary cases of heart and lung diseases and to detect readily any spinal lesion or subluxation. Half the battle is won in the care of a case when the diagnosis is made. The cases for study are drawn from the general clinic.

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## Physiology

THE department of physiology is, from an Osteopathic point of view, second in importance to that of anatomy. Recognizing the importance of this branch of study the course is extended through four semesters with daily lectures, recitations and quizzes. The preceptor in this course endeavors so to instruct the student as to prevent the accumulation of mere data committed to memory, but to guide his mind into the field of physiological thought, thus enabling him to test the old theories and originate new ones. This method of thoroughly familiarizing the pupil with scientific thought has given most excellent returns. Every aid necessary to the proper study of physiology is provided and each student making a passing grade in this department is fully equipped for his future studies wherein the application of Osteopathic treatment to all functional disturbances is taught and demonstrated.

The cell which is the unit of all life is first taken up and studied in detail. Its morphology and physiology are respectively considered, bringing out the various forms which it assumes under different circumstances and functional duties, also discussing in detail the effects of stimuli and environment.

The physiology of the blood is carefully considered, also its elements and functions are duly emphasized and its importance and functional relation to the issues of the various organs are shown. In this connection the forces involved in the circulation of the blood are discussed and experiments on dogs are conducted showing the effect of blood pressure changes upon the secretions and excretions of the body.

A thorough study of the mechanical, chemical and nervous reactions in the alimentary tract is especially emphasized as a preparation for practical dietetics, diagnosis and nervous treatment and control.

The physiology of the nervous system is emphasized. Its various parts and tracts are pointed out and traced to their terminals and the function of each is considered in its relation to the whole. The work of this department is very thorough and in the detailed discussion of it and experiments conducted, the theory of Osteopathy is demonstrated.

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## Public Health and Sanitation

**T**HE sanitary engineer has come into existence as the result of the unfitness of physicians to discern causes rather than results in health matters. In our course in this department we fit our graduates to fill this important place in the community. We show how removal of causes such as extermination of rats, lice, mosquitoes etc. have decreased such diseases as Asiatic Cholera, Typhus Fever and Malaria. We teach that removal of filth and securing of fresh air and sun light will remove causes for such diseases as Small Pox, Scarlet Fever, Tuberculosis, etc. just as effectively. We hold that such means is better protection than vaccines, serums and antitoxins.

In Sanitation the relation of the individual to environment, hygiene of the home, school, industrial and city hygiene constitutes a great part of the work. Disinfection, deodorizing, relation of water supply, disposal of sewage and best methods for the various sized town and cities are emphasized.

The students are given hypothetical cases and required to write on sanitary changes indicated.

## Principles of Osteopathy

**I**N THE department of theory and principles the student receives his first introduction to Osteopathy proper. It is here that the theory and the principles underlying the science is taught—what Osteopathy really is, and how results are gained by manipulation.

Since the body is composed of cells, this fact is taken as the basis of the work. First studying the contents and function of the cell from a purely Osteopathic standpoint. Attention is called to the normal manifestations of cells, the intimate relation that exists between them, and the interdependence of the various parts of the body. Then the diseased cell is pointed to in comparison, with its changed manifestations and functions.

The cell in changing from health must pass through certain steps or stages, following each other in a definite order. And after these steps are learned in order, it is clear how these steps must be reversed in order to return to health.

As it is very necessary that the Osteopathic physician understand clearly the nervous system, this is given special emphasis by showing definitely how this great system is controlled by manipulation, and how the nerves in turn control all parts of the body.

It is necessary, also, that the student understand just how he gets his results. That is, how the impulses stimulated by manipulation pass to the viscera, and how the impulses generated in the viscera pass to the muscles along the spine. And furthermore, how these spinal muscles may by their contraction draw the vertebrae out of their normal position, thus causing a secondary lesion or subluxation.

Then the mechanical phase of the body is taken up, thinking of it as a mechanical device, a machine, working under the same mechanical laws as other machines, having the power to transform energy. As a machine the human body must necessarily be in a state of perfect adjustment in order to do its work properly. Here comes the important part of the entire course—adjustment. Being able to know how and when to correct is very important, for all apparent lesions are not true ones, and to attempt to correct these would work injury to the patient. So the student is taught the different kinds of lesions, and how to detect or diagnose the true subluxations from the false. Then the practical side is taken up, how to make an examination and how to manipulate for the various conditions. Movements are given for the correction of the more common lesions, and finally, just before entering the treatment room he is taught the spinal centers for the viscera.

## Surgery

**S**URGERY is made an adjunct to Osteopathy. No unnecessary work is done. Every case is carefully examined and the welfare of the patient is uppermost. Frequently a difficult situation is met, the case is found to be on the border line and the question arises what shall be done? Under these circumstances only one thing is considered, viz: What is it that promises most to the patient? When the decision is made, if necessary the operation is speedily performed. Surgery is not done here for money, but for the cure of the patient.

**PRINCIPLES OF SURGERY.**—The surgical principles are taken up very thoroughly and such conditions as inflammations, wounds, ulcers, abscesses, fractures and dislocations are discussed at length. These particular features are especially interesting to Osteopaths ■ general practitioners, for such cases come in the daily routine. The time was when we did not have to practice surgery, but now the public is making its demands upon us and the one thing it is asking is that we know more about surgery and do more of it. By this we are not advocating that the practitioner is to enter into major operator work, but that he shall be thoroughly prepared to do all minor surgery and do it well.

**ANTISEPTICS.**—The student is taught the use and also the comparative value of the various antiseptics. He is instructed when, where and how to use them and is shown by actual demonstration in clinic their practical application. Without the actual practice in their use the student finds himself weak and hesitating. He must learn in the field what he ought to learn in college. The lack of experience leads to mistakes, ■ fatal thing to the "young doctor" just entering his place of labor. How many young physicians have been ruined by the sneer of the old practitioner at some insignificant error of the young doctor! It is a knowledge of these little things that enables the beginner to fight his own battles successfully. In surgery it is our endeavor to have the student pass through these experiences before he leaves college.

**BANDAGING.**—Nothing so betrays the lack of experience or what ■ still worse carelessness in practice as the poor application of ■ bandage. No physician of self respect and professional regard will be satisfied with anything other than the neatest bandage. There are certain principles of fixation of bandages, a knowledge of which is necessary to good work, these principles are discussed, and each student is re-



quired to make the practical application in the class room. He is also urged to do neat work and to practice making the application until he has acquired some skill.

**AFTER TREATMENT OF OPERATIVE CASES.**—Although ninety-five per cent of the graduates of Osteopathic schools will probably not do any major surgery, yet many times they will be called upon to take charge of cases after operation. No one who has not had any experience or instruction along this line can conceive the difficulties to be encountered. There is a certain routine which is applied in most cases and in most cases works well, but occasionally there arises necessity for deviation from the ordinary treatment. Once in a while serious complications are met, the condition must be recognized; if not seen at once probably the patient's welfare is jeopardized. Our students are taught the preparation of the patient, also the field of operation, what ought to be done for the patient immediately after returning from the operating room, the remainder of the day, the next day, when the bowels should move, whether or not food and water should be withheld, how long and why, when the stitches should be removed, when the patient should be permitted to leave the hospital and all the many details which constitute a thorough knowledge of the practice of surgery.

Our students are taught the advantages of Osteopathy in the practice of surgery. The medical man nearly always resorts to morphine to allay the suffering of his patient, we apply Osteopathy and even in the major operations, it is seldom necessary to administer a sedative. If it become necessary the minimum amount is satisfactory together with a quieting Osteopathic treatment. With the proper Osteopathic care, bones heal more rapidly and serious conditions like blood poisoning will yield to the application of heat and Osteopathic treatments when apparently they will not yield to anything else.

**SURGICAL CLINIC.**—Like every large town Des Moines furnishes abundant clinic material. There is no difficulty to find both major and minor cases sufficient to illustrate practically every important surgical condition. Some of the minor operative work is done at the college, but the greater portion of it and all the major work is done at the hospital where it can be effected under the most aseptic conditions. The senior students have the privilege of witnessing all the clinic work and there it is so arranged that every student may assist in at least one major.

Surgical clinics at the hospital are open throughout the year. This gives an unusual opportunity to our advanced students who remain in the city during the summer to give special attention to surgery. Doctors of Osteopathy who are taking post-graduate work are accorded privileges in the operating room which are withheld from the student body. No pains are spared to demonstrate to the seniors the difference between good surgery and poor surgery and thereby to prepare them for an intelligent choice of surgeons to whom they may send their patrons when in the field of practice.

## Osteopathic Therapeutics

**T**HE purpose of this course is to give a specific line of lectures and demonstrations for the Osteopathic treatment of diseases. Each disease is considered from the standpoint of exciting and predisposing lesions and the correction of the same. The subject is studied in the following order of grouping:

Infectious, constitutional, circulatory, renal, respiratory, gastrointestinal and nervous diseases.

We teach that the Osteopathic lesion is the predisposing factor in diseases because of the interference with the nerve and blood supply to the organs involved, bringing about a lowered resistance against toxins and bacteria.

This view of the etiology of disease naturally and logically leads to a therapy that is radically different from that taught by the regular schools of medicine.

The student is taught that he deals not with set types of disease but with sick individuals, who must be treated according to fundamental principles. These he has learned in his study of physiology, pathology and principles of Osteopathic practice. The student is given illustrations of the abnormalities of the spine associated with the various diseases, and is taught the value and method of correcting such lesions and abnormal conditions.

The etiology, pathology, diagnosis, symptoms, prognosis and treatment of the various diseases are studied in the light of modern discoveries. Great emphasis is laid upon the importance of scientific Osteopathic treatment, together with curative exercises, diet, water and palliative treatments.

Believing the teaching of the illustrious founder of Osteopathy, Dr. A. T. Still, that "The rule of the artery is supreme," the student is

taught how to bring about proper functioning of the body so far as it is possible and thus secure a natural elimination of toxins and resistance to disease. When this is accomplished, even if disease should overtake the individual the course will be shorter, milder and less complicated and have fewer unfavorable after effects than with the old drastic drug system.

The superiority of Osteopathic therapeutics has been thoroughly demonstrated during the late epidemic of Spanish influenza.

**DISEASES OF THE DIGESTIVE SYSTEM AND RENAL DISEASES.**—The lessons on practice begin with diseases of the digestive tract and glands connected with it. Diseases of the stomach, intestines, liver, spleen, and pancreas, furnish a large portion of cases in a physician's practice, and these are given the consideration they deserve. Diseases of the kidneys, blood-making organs and constitutional diseases are next thoroughly discussed.

**INFECTIOUS DISEASES.**—Osteopathic physicians are rapidly winning the confidence of the public in their ability to treat successfully this class of diseases. A special care is exercised in training our students in the diagnosis and treatment of them.

A thorough study is given to all phases of the etiology, i. e., the lesions peculiar to Osteopathic diagnosis, the subsequent bacterial invasion and the symptoms and morbid anatomy produced by the different bacteria which characterize one infection from another. Special attention is given to the modes of conveyance of infection, to distinguishing contagious infection from simple infection, to the laws of infection and disinfection, to the isolation of patients and prophylaxis.

**DISEASES OF THE CIRCULATORY AND RESPIRATORY SYSTEMS.**—These diseases are met with so frequently and in the hands of a competent Osteopath are so amenable to treatment that their careful consideration is demanded. We take pride in the character of the instruction given in this department.

**NERVOUS AND MENTAL DISEASES.**—In the study of diseases peculiar to the nervous system we at once are confronted with the most complex and conflicting conditions of pathology and symptomatology presented by any of the tissues of the animal organism.

It is our purpose in presenting this subject to pay due regard to all the tentative theories offered by well-known neurologists, but at the same time give those theories a crucial analysis in the light of the Osteopathic theory of disease.

The student in this department is thoroughly acquainted with the causes, conditions and manifestations of these diseases. He is taught not only to diagnose diseases, but their causes, and is carefully instructed how to remove them. Our clinical resources enable us to give instruction in this department unsurpassed elsewhere.



## Des Moines General Hospital

**D**ES MOINES STILL COLLEGE opened its hospital in Des Moines, March 15th, 1910. The hospital is five stories high, including basement, and will accommodate about seventy-five patients. The building is brick, and the location is ideal. It is situated two blocks from the Iowa State Capitol Building and one-half block from the Iowa State Library and Historical Building, thus affording pleasant surroundings for convalescing patients. It is surrounded by a cluster of churches of all denominations, and is in a residence district. One-minute car service to all parts of the city may be had within one block of the hospital.

### Operating Room

The operating room is also well furnished with modern apparatus and instruments. It is provided with an amphitheater for students attending the clinics. Here the operative work for the college is done. Each Saturday morning is given over especially to minor surgery. As high as eighty-three patients have been operated on in one day. During the week usually the major clinical operative work is done. For some years the senior students have been permitted to scrub up and assist as second and third assistants in all clinical work.

### Clinical Laboratory

This department is fully equipped with the best and latest apparatus known to the science. Bacteriological examinations include the culture and staining of blood, urine, feces, sputum, peritoneal and spinal fluid, duodenal and stomach content, and throat cultures. Special work is done in the analysis of milk and water, also the typing process of the pneumo-coccus, and the production of autogenous vaccines. Blood and spinal fluid Wassermans, Widal agglutination reaction and the complement-fixation test for gonorrhoea compose the serological work. Fecal and blood analyses are made to determine the presence of parasites and ova. Complete blood analysis is an essential to diagnosis. This branch of laboratory work covers haemoglobin estimation, color index, coagulation time, erythrocyte, leukocyte and differential counts, and the staining process to determine the quality of the individual cell. The blood chemistry examinations include: the determination of the hydrogenion concentration, carbon dioxide content, quantitative estimation of sugar, urea, creatinine, uric acid, non-

protein nitrogen, creatine and cholesterol. The analysis of urine is complete in every detail; the usual chemical and microscopical examinations are made together with special urinary chemistry. Cystoscopic and ureteral catheterization with urinary specimens from the bladder and each kidney are thoroughly examined; chemically, microscopically, stained slides, cultures and animal inoculation if necessary. The renal function test is very easily carried out; by means of ureteral catheterization each specimen of urine is examined with the colorimeter for accurate estimation of the functional output of each kidney. All tissues removed at operation are prepared for microscopical diagnosis. These are done by the very delicate paraffin imbedding method which calls for no small amount of skill and experience. Our latest addition to the clinical laboratory is the apparatus for determining basal metabolic rate. This equipment in our clinical laboratory makes it complete in every detail.

### X-Ray

The Des Moines General Hospital has the best X-ray equipment obtainable. A powerful Snook Transformer with auto-control, permits the handling of every kind of work, from roentgenograms of the most delicate structures showing the finest detail, to roentgenograms of the heaviest parts showing the most minute bone and soft tissue structures. All of the most modern accessories are at hand. X-ray is indispensable in the diagnosis of bone diseases and fractures, and in the detection of obscure foci of infection, whether it be at the roots of the teeth or in the accessory sinuses of the head. The use of the opaque meal renders the diagnosis of gastro-intestinal disorders comparatively easy. Ulcers or cancer of the stomach or bowels can be demonstrated. Obscure chronic diseases of the appendix or gall bladder is easily shown. With the improved technique and modern apparatus, gall stones are frequently shown and even the gall bladder itself. Stones in the kidneys, ureters or urinary bladder are readily demonstrated. X-ray is one of the most dependable methods in the diagnosis of pulmonary tuberculosis, especially in the earlier stages. Obscure heart lesions are frequently detected. By means of a new method, pneumo-peritoneum, the pelvic organs may be clearly shown in x-ray pictures, tumors and other growths of the abdominal viscera being demonstrated. The chief use of x-ray is in diagnosis but it is also an agent of vital importance in the treatment of cancer and allied conditions. The x-ray department of the Des Moines General Hospital has a state wide and national reputation for the high standard of its work.

### Radium

The Des Moines General Hospital is the only osteopathic institution that possesses radium. In 1920 the hospital spent nearly \$10,000 for radium. The effectiveness of radium in the treatment of cancer is now quite generally known. Radium is also successfully used in the treatment of many other conditions heretofore considered incurable. Many conditions formerly treated only by surgery are now successfully handled painlessly and without inconvenience to the patient.

### The Delta Omega Room

This is a private room furnished by the Delta Omega Sorority of the college. It is one of the best furnished rooms in the hospital. The sorority took pains in selecting their furniture, rugs, beddings, etc., and have a room that will always redound to their credit. The hospital and college thankfully acknowledge the gift.

### Hospital Rates

The prices for rooms and hospital service vary according to the room selected. A bed in the ward may be had for \$14.00 a week. The private rooms range from \$18.00 to \$30.00. These prices cover the room, board and general nurse service.

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## Nurses' Training School Entrance Requirements

**T**HE Nurses' Training School is on the accredited list of the state of Iowa, and has the same requirements as all other training schools. Entrance requirements include a grammar school education and one year of high school or its equivalent, preference being given to high school graduates. Persons registering must furnish recommendations of good moral character and credentials showing their qualifications.

### Nurses' Quarters

A dormitory for the nurses is connected with the main building. This will accommodate from twelve to fifteen nurses. By this arrangement the nurses are always ready for emergency service.



## Summary of Three Years' Course

### First Year

Anatomy and Physiology .....	30 hours
Bacteriology .....	10 hours
Clinical Laboratory Analysis .....	5 hours
Dietetics .....	20 hours
Hygiene .....	10 hours
Ethics .....	5 hours
Practical Nursing .....	100 hours

### Second Year

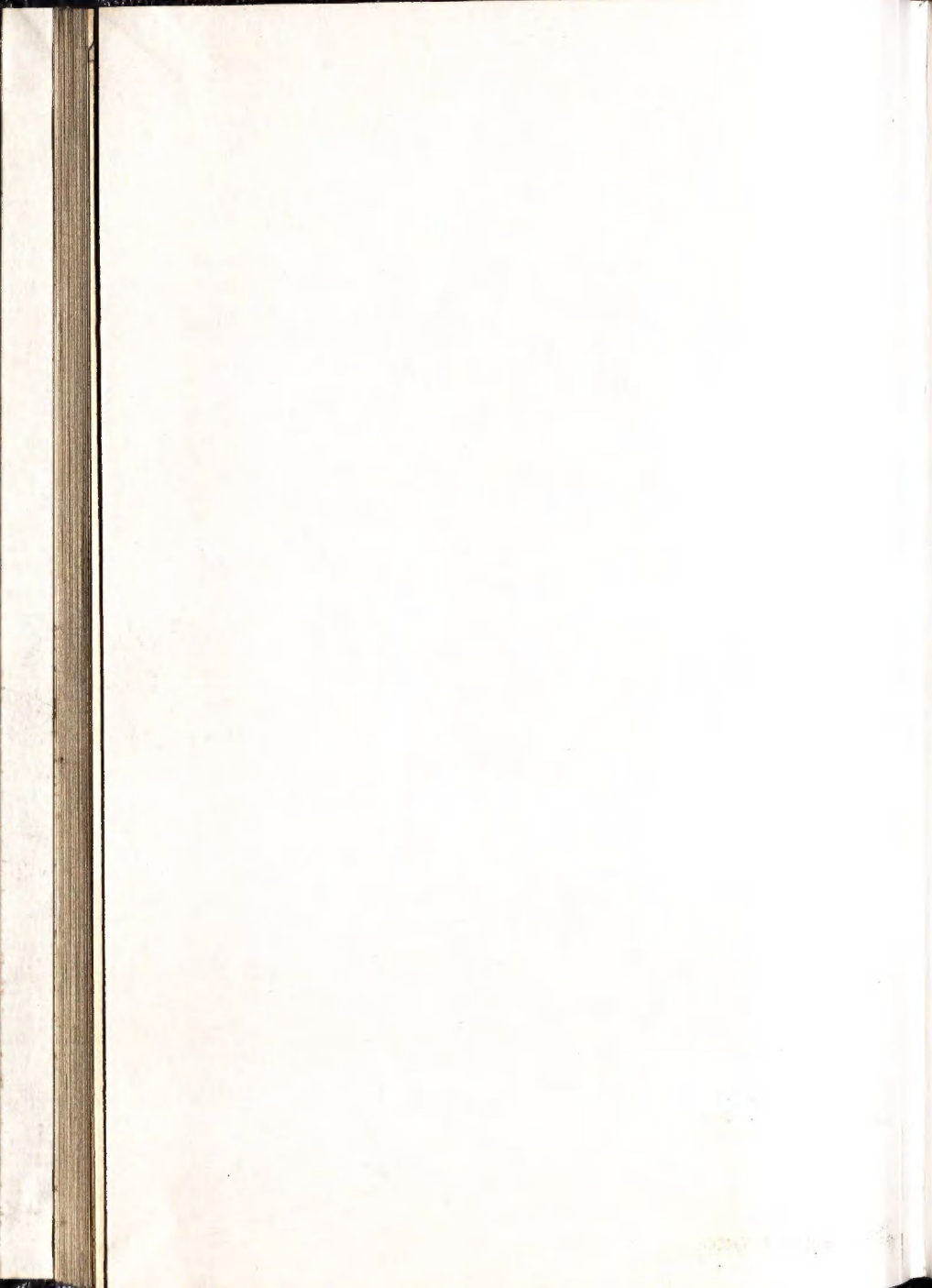
Therapeutics .....	8 hours
Medical Nursing .....	10 hours
Surgical Nursing .....	12 hours
Eye, Ear, Nose and Throat .....	5 hours
Bandaging (Clinics) .....	6 hours
Practical Dietetics in the Kitchen .....	6 weeks
Gynecology .....	5 hours
Skin and Venereal Diseases .....	5 hours
Hydrotherapy and Electrotherapy .....	6 hours
Massage .....	10 hours
Orthopedics .....	6 hours
Practical Nursing .....	100 hours

### Third Year

Children's Diseases .....	6 hours
Obstetrics .....	10 hours
Therapeutics .....	6 hours
Mental and Nervous Diseases .....	44 hours
Contagious and Infectious Diseases .....	10 hours
Medical Jurisprudence .....	10 hours
Rules and Regulations of Iowa State Board of Health .....	3 hours
Nursing Technique .....	50 hours
First aid .....	5 hours

In addition to the above subjects, special lectures are given by the Superintendent of Nurses and others on: Social Service, State Registration, Nursing Organizations, Red Cross, Public Health and School Nursing.







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